

Delmae Elementary

1211 S. Cashua Drive
Florence, South carolina 29501

Grades	PK-4 Elementary School	
Enrollment	748 Students	
Principal	Roy Ann Jolley	843-664-8448
Superintendent	Larry L. Jackson	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	31	54	3	0

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Good	No
2004	Good	Average	No
2005	Average	Below Average	Yes
2006	Average	Good	Yes

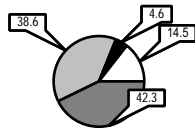
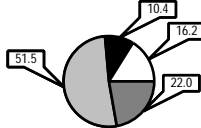
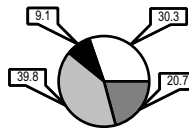
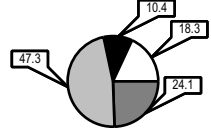
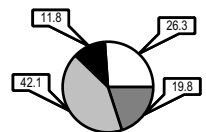
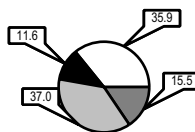
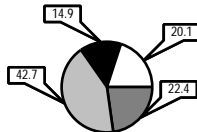
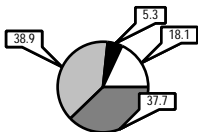
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	268	99.6	14.5	38.6	42.3	4.6	59.3	Yes	Yes
Gender									
Male	136	100.0	19.4	36.3	38.7	5.6	54.0	N/A	N/A
Female	132	99.2	9.4	41.0	46.2	3.4	65.0	N/A	N/A
Racial/Ethnic Group									
White	144	100.0	7.6	34.8	52.3	5.3	69.7	Yes	Yes
African American	110	99.1	23.7	45.4	29.9	1.0	44.3	Yes	Yes
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	227	99.6	6.9	38.2	49.5	5.4	68.1	N/A	N/A
Disabled	41	100.0	56.8	40.5	2.7	0.0	10.8	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	268	99.6	14.5	38.6	42.3	4.6	59.3	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	266	99.6	14.2	38.5	42.7	4.6	59.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	116	100.0	21.2	46.2	31.7	1.0	45.2	Yes	Yes
Full-pay meals	151	100.0	9.5	32.8	50.4	7.3	70.1	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	268	99.6	16.2	51.5	22.0	10.4	51.9	Yes	Yes
Gender									
Male	136	100.0	18.5	43.5	24.2	13.7	54.0	N/A	N/A
Female	132	99.2	13.7	59.8	19.7	6.8	49.6	N/A	N/A
Racial/Ethnic Group									
White	144	100.0	8.3	47.7	29.5	14.4	65.9	Yes	Yes
African American	110	99.1	27.8	59.8	11.3	1.0	29.9	Yes	Yes
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	227	100.0	10.8	52.0	25.0	12.3	58.8	N/A	N/A
Disabled	41	97.6	45.9	48.6	5.4	0.0	13.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	268	99.6	16.2	51.5	22.0	10.4	51.9	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	266	99.6	15.9	51.9	21.8	10.5	51.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	116	99.1	27.9	53.8	16.3	1.9	35.6	Yes	Yes
Full-pay meals	151	100.0	7.3	49.6	26.3	16.8	64.2	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	268	99.6	30.3	39.8	20.7	9.1	29.9
Gender							
Male	136	100.0	33.1	34.7	21.0	11.3	32.3
Female	132	99.2	27.4	45.3	20.5	6.8	27.4
Racial/Ethnic Group							
White	144	100.0	17.4	41.7	27.3	13.6	40.9
African American	110	99.1	48.5	39.2	10.3	2.1	12.4
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	227	100.0	24.0	42.2	23.0	10.8	33.8
Disabled	41	97.6	64.9	27.0	8.1	0.0	8.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	268	99.6	30.3	39.8	20.7	9.1	29.9
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	266	99.6	30.1	40.2	20.5	9.2	29.7
Socio-Economic Status							
Subsidized meals	116	99.1	44.2	34.6	15.4	5.8	21.2
Full-pay meals	151	100.0	19.7	43.8	24.8	11.7	36.5

Social Studies							
All Students	268	99.6	18.3	47.3	24.1	10.4	34.4
Gender							
Male	136	100.0	19.4	42.7	21.0	16.9	37.9
Female	132	99.2	17.1	52.1	27.4	3.4	30.8
Racial/Ethnic Group							
White	144	100.0	9.1	47.0	31.8	12.1	43.9
African American	110	99.1	30.9	49.5	13.4	6.2	19.6
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	227	100.0	10.8	50.5	26.5	12.3	38.7
Disabled	41	97.6	59.5	29.7	10.8	0.0	10.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	268	99.6	18.3	47.3	24.1	10.4	34.4
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	266	99.6	18.0	47.3	24.3	10.5	34.7
Socio-Economic Status							
Subsidized meals	116	99.1	27.9	50.0	18.3	3.8	22.1
Full-pay meals	151	100.0	10.9	45.3	28.5	15.3	43.8

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	132	99.2	13.9	24.6	57.4	4.1	61.5
	4	125	100.0	25.2	47.8	27.0	0.0	27.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	135	100.0	13.1	32.8	48.4	5.7	54.1
	4	133	99.2	16.0	44.5	36.1	3.4	39.5
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	132	99.2	29.5	54.1	11.5	4.9	16.4
	4	125	99.2	25.2	40.0	26.1	8.7	34.8
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	135	100.0	14.8	57.4	18.9	9.0	27.9
	4	133	99.2	17.6	45.4	25.2	11.8	37.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	132	100.0	31.7	39.0	26.0	3.3	29.3
	4	125	100.0	42.6	38.3	12.2	7.0	19.1
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	135	100.0	35.2	38.5	21.3	4.9	26.2
	4	133	99.2	25.2	41.2	20.2	13.4	33.6
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	132	100.0	28.5	52.8	16.3	2.4	18.7
	4	125	100.0	15.7	56.5	18.3	9.6	27.8
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	135	100.0	16.4	52.5	19.7	11.5	31.1
	4	133	99.2	20.2	42.0	28.6	9.2	37.8
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 748)				
First graders who attended full-day kindergarten	100.0%	Up from 67.7%	100.0%	100.0%
Retention rate	4.9%	Up from 3.9%	2.5%	2.8%
Attendance rate	96.0%	Down from 96.2%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 3.5%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 3.5%	0.0%	0.0%
Eligible for gifted and talented	8.4%	Down from 11.0%	11.9%	10.4%
On academic plans	34.1%	N/AV	33.6%	33.6%
On academic probation	N/A	N/AV	1.0%	1.0%
With disabilities other than speech	8.6%	Down from 9.0%	8.3%	7.5%
Older than usual for grade	1.0%	Up from 0.6%	0.7%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 48)				
Teachers with advanced degrees	39.6%	Up from 38.6%	54.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.6%	2.4%
Teachers with emergency or provisional certificates	2.6%	Down from 5.9%	0.0%	0.0%
Teachers returning from previous year	88.2%	Up from 83.8%	88.7%	87.3%
Teacher attendance rate	95.0%	Down from 97.5%	94.8%	94.9%
Average teacher salary	\$41,275	Up 8.4%	\$43,118	\$42,485
Prof. development days/teacher	14.4 days	Up from 8.4 days	13.5 days	13.3 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 19.9 to 1	18.8 to 1	18.6 to 1
Prime instructional time	89.9%	Down from 92.7%	89.7%	89.7%
Dollars spent per pupil*	\$5,198	Down 28.6%	\$6,457	\$6,557
Percent of expenditures for teacher salaries*	70.4%	Down from 71.0%	63.7%	64.0%
Percent of expenditures for instruction*	73.2%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	8.2%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	16.2%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Delmae Heights Elementary School prides itself on being a school where Kids and Character Count! Our staff strives for academic excellence for all students through a program of instructional excellence that includes both staff development for teachers and classroom instruction in the areas of ELA, Math, Science, Social Studies and the related arts. In addition, our students receive instruction from certified teachers in both our science and computer labs as well as in the Media Center. Students at Delmae also have many opportunities for enrichment including field trips, Drama Club, Chorus, TechnoKids Club, Science Club, Photography Club, and Extended Day Programs.

We continue to place heavy emphasis on the development of early literacy skills. Differentiated Instruction within each classroom, Reading Recovery for selected students, and two Literacy Labs for K-2 all serve to enhance our instruction. In addition, a large grant from Lesley University is providing training for a Literacy Coach, and a MSUI Coaching Initiative grant from the state is providing training for a Math Coach. These two coaches will provide training and support for our teachers as we continue to improve instruction in math and literacy skills. Several other staff members were also recipients of grants from EIA, PDIRA, and our own APT.

Our efforts towards continuous improvement are evident in the ratings on our school report card. For the 2005-2006 school year we met 19 of the 19 objectives for Annual Yearly Progress.

Character truly does count at Delmae! Our school-side character emphasis includes Character Counts Spotlights, Be Cool program, Terrific Kids program, Principal's Pals recognition, Terrific Tuesday and Thoughtful Thursday. Students are also involved in many service projects throughout the year. These include Harvest Hope Food Drive, Pennies for Patients, Jump Rope for Heart and Operation Christmas Child.

Parent involvement is another important aspect of our school. Our SIC and APT parent groups plan and carry out meetings, fundraisers, and other school events which build a sense of family and raise monies for educational, recreational, and beautification projects at our school.

All of these things - instruction, extracurricular activities, parent and community involvement, and character education - continue to educate the head, the heart and the hands of our students while making Delmae a Great Place to Learn!

Roy Ann Jolley, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	46	113	67
Percent satisfied with learning environment	91.3%	82.9%	92.1%
Percent satisfied with social and physical environment	95.7%	83.8%	90.8%
Percent satisfied with school-home relations	97.7%	85.5%	84.4%

*Only students at the highest elementary school grade level at this school and their parents were included.